



**St Leonard's College**

An education for life.

# Year 8

# Course Guide 2019









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# Introduction

**This year 8 Course Guide 2019 provides information about the courses offered in year 8, including the core subjects common to all students and the elective choices available.**

The aims of each subject are included, as well as details of the content covered over the year and information regarding assessment. It is hoped that this guide will stimulate discussion between students and their parents about what is happening in the classroom throughout the year.

Year 8 is the second year of a two-year sequence; students are introduced to the full range of learning opportunities over years 7 and 8 with some elective choice, before specialising in later years. Students will have some choice within a balanced program at years 9 and 10, and then free choice – within some requirements of either the Victorian Certificate of Education (VCE) or International Baccalaureate Diploma Programme (IBDP) – in years 11 and 12. Students and parents will be given information regarding year 9 and the choices available later in 2019. If you have any queries about future courses please contact the Director of Learning Operations, Robyn Marshall: [robyn.marshall@stleonards.vic.edu.au](mailto:robyn.marshall@stleonards.vic.edu.au)

Within the caring and supportive environment of Middle School, students are encouraged to become actively involved in a wide variety of activities and make the most of all opportunities presented to them

throughout the year. As students involve themselves, and as they mature, they will be able to participate fully in school and community life, making decisions with confidence and being aware of the outcomes and consequences of such decisions.

All students, as a class group and together with their Mentor, participate in the Outdoor Education program based at Camp Ibis, the College's campsite on the Banksia Peninsula. This unique opportunity allows students to get to know each other and build positive relationships and a sense of community whilst developing skills in outdoor pursuits.

All students in year 8 are expected to have an iPad that they bring to every class. Use of the iPad is bound by the *Electronic Device Code of Conduct* and the *Cyber Safety Use Agreement*, which are signed by both parents and students.

Students continue to use their iPad diary application, App4, which is an important means of communication and organisation. As part of their pastoral role, Mentors will check the diary app and parents are also asked to check this regularly.

Assessment is continuous throughout the year and consists of a number of components. Classwork, assignments and project work, oral and dramatic presentations, and homework all form part of the general assessment, together with tests and examinations. Students are encouraged to prepare for tests by revising their work regularly and organise their time for assignments, thus establishing an effective study routine. Broadly, regular assessment is designed to enable students to demonstrate that they have reached the learning objectives associated with each course. These objectives will include, as indicated in this booklet, the skills developed and the processes involved in the completion of tasks, as well as the content matter and presentation of the finished product. Students in year 8 will have formal exams at the end of semester 2 in core subjects only.

Student progress is regularly reviewed throughout the year. Detailed Academic Transcripts are available for parents at the end of term 2 and at the end of the school year. In addition, there are two formal opportunities for parent-teacher interviews to discuss the progress of students. However, should there be any matter for concern, parents are encouraged to contact the Head of Year or Head of Middle School to discuss the matter immediately.

## Curriculum structure

Years 7 and 8 can be seen as the foundation years where all students study a common curriculum. In year 7, all students undertake one LOTE subject. In years 8 and 9, all students must continue this LOTE as part of their core program.

The subjects studied during the year are indicated below with the number of equivalent 80 minute sessions allocated to each class over the two week timetable cycle.

Subject	Equivalent 80 minute sessions per fortnight
<b>CORE SUBJECTS</b>	
Drama (one semester only)	2
English	6
Mathematics	6
Science	5
Geography/History	5 (one semester each)
Languages Other Than English	4
Head, Heart and Soul	3 (one semester only)
Music	3 (one semester only)
Visual Arts	3 (one semester only)
Sport	3
Health and Physical Education	2
<b>ELECTIVE SUBJECTS</b>	
Elective choice 1	3 (one semester only)
Elective choice 2	3 (one semester only)

## Choosing an elective program

Students must choose 5 elective units in order of preference, they will receive two of the five, one of which will be studied in first semester and one in second semester.

While every attempt will be made to provide the top preferences; class sizes, number of classes as well as LOTE selection may require that a lower preference will need to be taken.

## Elective selection process

Each student will receive an instruction sheet by email that details how to make unit selections using the online system. As part of the security for this system each student has unique login details.

Once you have completed the selection process please make sure that you print out your selections and return the signed selection receipt to the Middle School Office. Elective choices will be confirmed before the end of the year.

If you have any queries at all, please do not hesitate to contact me at the College.

### **Robyn Marshall**

Director of Learning Operations

[robyn.marshall@stleonards.vic.edu.au](mailto:robyn.marshall@stleonards.vic.edu.au)

# Drama

Students undertake the compulsory core subject of Drama for one semester only, but may also select Drama as a single semester elective subject.

## Aims

For students to develop:

- confidence and ability in effective and positive communication with others
- clear and effective vocal and physical expression
- a practical understanding of, and skills in, the arts of drama
- skills in creative problem solving as part of a group
- imagination and creative processes to realise ideas
- an appreciation of non-realistic/non-commercial forms of drama

## Content

- The Dramatic Method: basic individual and ensemble skills
- Improvisation: terms and techniques through an exploration of theatre sports and improvisation games
- Music as stimulus: creating drama from a stimulus
- Comedy: elements of comedy and genre
- Process drama: independent and cooperative thinking, expressive skills and character development

## Learning and teaching methods

Students learn new concepts and skills in whole class workshops. Then, in pairs or small groups, students conceive, develop, perform and evaluate original work based on the concept or skill.

## Assessment

Students are assessed both as individuals and as group members.

Assessment tasks include:

- Drama journal
- Improvisation task
- Stimulus performance
- Comedy performance
- Process drama piece

Areas of assessment include:

- Drama performance - quality of product and performance skill
- Rehearsal process - ability to stay on task and work in a collaborative manner
- Ability to maintain focus - classwork and performance
- Application and communication of basic skills
- Skills in reflection and evaluation - journal and class discussion

# English

## Aims

For students to:

- continue to develop the ability to use the conventions of written English
- write in a variety of styles
- listen carefully and to speak clearly and coherently
- read fluently and with perception
- actively build their vocabulary
- appreciate a variety of literature including popular culture

## Content

Texts form the basis of study in English. *English Skills Builder Book 1* will be used throughout the year to develop skills in grammar, spelling, punctuation and vocabulary.

**Term 1:** How do media texts communicate meaning?  
(Reading and creating a variety of media text types)

**Term 2:** How can we use language to influence an audience?  
(Public Speaking and Slam Poetry)

How do we make meaning from texts?  
(Short stories)

**Term 3:** What makes life worthwhile?  
(*'The Ghost's Child'* – Sonya Hartnett)

**Term 4:** Why is uncertainty compelling?  
(Examination of suspense in short stories and film)

## Learning and teaching methods

The treatment of texts can be varied each term to allow diversity in individual responses from students and varied teaching approaches by individual teachers.

**Speaking:** Students participate in class discussions and group work and present their own speech as part of the Norm Fary Public Speaking Competition.

**Writing:** Students are encouraged to continue trying different styles such as narrative, personal writing, persuasive writing, analytical writing, imaginative writing, poetry, and script writing.

**Reading:** A wider reading lesson in the library occurs once per cycle. Set English novels will be read in class and for home learning.

**Listening:** Activities designed to encourage and enhance courteous and effective listening skills are used throughout the year.

## Assessment

- A variety of short and long writing exercises in different genres
- Oral work in varied settings
- Collaborative tasks
- Common assessment tasks each term
- Examination



# Geography

## Content

The skills and knowledge covered build on the concepts introduced in year 7, and focus on human impact on the environment and the earth's impact on human habitation. Students will undertake both practical and theoretical tasks that focus on applied knowledge.

### Landforms and landscapes

From a height you can see a variety of different landforms such as mountains, valleys and plains. How are these different landforms created?

### Mountain landscapes

The forces that shape mountains come from deep within the earth and have been forming landscapes for millions of years. What are the forces involved in the shaping of landscapes? What are the impacts of these forces and how do we deal with them?

### Rainforest landscapes

Rainforests contain complex layers that support thousands of plant and animal species, but what are the impacts of clearing large areas of rainforest in unsustainable ways?

### Desert landscapes

Approximately one-third of the earth's land surface is desert: arid land with little rainfall. Students will investigate desert environments, including Antarctica as a cold desert.

## Learning and teaching methods

The range of teaching and learning strategies employed could include research-based work, videos and newspaper/magazine articles, class discussions, and use of the internet.

## Geographical skills

Mapping skills are an integral part of any Geography course and students will undertake activities which will cover the practical skills of:

- using latitude and longitude
- topographic mapping
- sketch and overlay maps
- field sketches
- general and climate graphs
- population pyramids

A fieldwork experience will occur during the semester at which point students will travel to the Melbourne Zoo and investigate the implications of human use and management on the world's rainforest ecosystems.

## Assessment

- Landforms and landscapes test
- Antarctica mapping task
- Melbourne Zoo field report
- Classwork
- Examination

# Head, Heart and Soul

## Aims

An ongoing theme for year 8 students is 'the power of one - how Jesus changed the course of history'.

Students will be encouraged to:

- study and assess the synoptic Gospels and how they each portray Jesus
- examine how the Jesus story impacts the modern world
- expose the concept of a personal faith
- appreciate contemplation, prayer, silence and meditation
- explore the Christian idea of social justice and liberation theology
- reflect on contemporary examples of the power of one person to change the world

Contemporary themes are explored through a range of Bible stories that trace the life and ministry of Jesus. The themes will be applied to a four-strand methodology:

- Origins and stories: Christian scriptures from the New Testament
- Core beliefs and philosophy, mainly by examining themes in the ministry of Jesus
- Ethical systems and values
- Exploring the concept of social justice, what that meant in Jesus' time and how we can respond to social injustice today

## Content

Students examine the life and times of Jesus from faith and historical perspectives through the study of the Gospels and other historical sources. Students focus on the New Testament stories and themes, examining the parables and the role of story and allegory in religious communication. As a school of the Uniting Church of Australia, St Leonard's College encourages students to develop a strong inner sense of social justice and provides opportunities to explore how they can make a positive impact on the world. Students also consider the qualities required by people who have made a difference to the world.

## Learning and teaching methods

Each unit is designed to build student knowledge and skills by using teaching and learning activities designed to meet the inquiry-based method of learning: investigation, communication and participation. Activities will include a variety of interesting tasks completed either as individual or group work. The range of teaching and learning strategies employed could include research-based work, videos and newspaper/magazine articles, class discussions, and use of the internet.

## Assessment

- Class work – class activities, home learning, participation in group work, and class discussion
- Research assignment
- Small group and whole class presentations

## Core subjects

# History: Medieval and Renaissance

This course aims to develop an understanding of continuity and change. Case studies of both Europe and Asia provide platforms for investigating and further developing historical skills introduced in year 7. Central to the course is the understanding that change does not occur in isolation and that there are common characteristics of change, and responses to change, across all societies.

## Content

### Vikings

Students investigate the Vikings and question the validity of their reputation as a violent people. They challenge their own perceptions and what has been put forward by popular culture through historical investigation of primary source evidence.

### Medieval History: Europe and Japan

The development of feudalism is investigated as a societal structure after the decline of the Roman Empire. Students study the rise of the feudal system and significance of religion in both uniting people and creating new sources of division. A close study of the Black Death provides an insight into the dramatic, often transformative impact of such an event, and societies' responses to it. An examination of the Khmer Empire in South East Asia allows students to make comparisons with topics already studied to deepen their appreciation of many of the core drivers that shaped these societies, and still shape our own.

## Historical skills

Students follow a deliberate research process. Their inquiries are completed either individually or as part of a group and the use of technology is embedded where appropriate. Students are required to use a range of historical sources to formulate questions develop hypotheses about past societies. They also gain an appreciation of how oral history influences interpretation.

## Learning and teaching methods

Students deepen their understanding of the past through use of the six historical thinking concepts. They will: establish historical significance; use primary source evidence; identify continuity and change; analyse cause and consequence; take historical perspectives; and understand the ethical dimension of historical interpretations. Students use broad and transferable skills to synthesise their ideas into sophisticated and insightful responses to a variety of assessment tasks.

## Assessment

- Research assignments
- Workbook
- Essays
- Oral presentation and discussions
- Critical analysis of sources



# Languages Other Than English

## Aims

Learning a language other than English involves learning how to communicate in a new language and experiencing another culture. Students also learn the structure of the language, which enables them to reflect on how their own language works.

Language students have the opportunity to:

- be active participants in the global village
- become better communicators
- expand their literacy skills
- develop intercultural understanding and empathy
- increase their cognitive flexibility
- learn new languages and adapt to new cultures more easily
- broaden their vocational options

## Content

**Chinese:** Students will continue to explore the topic of 'China every day' focusing on the daily life of students their own age in China. This will include a detailed examination of school life in China and a continuing reflection on the differences and similarities to their own school life in Australia. Semester 2 will focus on Chinese cuisine and the role that food plays both socially and from an identity perspective within Chinese society. The four major language skills – reading, writing, speaking and listening – will be covered, as well as a continuation of the students' mastery of Chinese characters.

**Chinese Advanced:** Students will develop interest in the language and culture through a communicative approach. In semester one the skills of listening, speaking, reading and writing are developed while learning about Education in China and comparing it to their own experiences in Australia. The students explore a variety of grammatical concepts including more detailed sentence constructions and the use of time sequencing when expressing experiences. Students also undertake two detailed studies- a media study on a film related to education and poverty in China and a Dream School creation that is the major oral presentation for the semester. Students gain a deeper insight into school life in China as well as the conflicts between rural and urban education in China.

**French:** Students study the topics of time, tourism, leisure activities and weather. Grammatical constructions include the present tense, immediate future, negatives and possession. Semester 2 deals with the topics of school, food and shopping. Students learn how to ask various types of questions and make plans with friends and family. There is also a study of francophone communities. Students participate in the Alliance Française Poetry Competition.

**French Advanced:** Students will learn about towns, healthy eating, lasting friendships, the environment, pocket money, the media. Students will learn the direct and indirect objects, the partitive, past perfect and commands. There is also the study of French speaking

countries and they participate in the Alliance Française Poetry Competition.

**Spanish:** The skills of listening, reading, writing and speaking are developed while exploring the following topics: holidays, professions, housing, healthy lifestyle and sports, and celebrations. Grammatical concepts covered include gender and number agreement, word order, the past tense of commonly used verbs, ordinal numbers, and adjectives.

### **Learning and teaching methods**

Students will take part in cultural immersion activities for their chosen language. These could include activities at school or excursions.

# Mathematics

## Aims

The aims of mathematics education are to ensure students:

- can apply knowledge and skills through learning and practising mathematical algorithms, routines and techniques
- are confident, creative users of mathematics
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and are able to reason, pose and solve problems

## Content

The content is formed by topics from the strands number and algebra, measurement and geometry, and statistics and probability. Specifically, topics include integers, algebra, indices, fractions and decimals, equations, congruency, linear graphs, area and volume, percentages, ratio, and statistics and chance.

## Learning and teaching methods

Learning tasks will provide opportunities for students to work both independently and collaboratively. To learn mathematics effectively, students need both instrumental understanding (knowing 'how' to do things) and relational understanding (knowing 'why' certain procedures are used and how concepts relate to each other). In the first years of secondary mathematics, it becomes increasingly important for students to monitor their own learning and identify areas that need further work.

In year 8 there are three mathematics groups to cater for different abilities: the mainstream group, accelerated group and extension group. The accelerated and extension groups comprise the most able mathematics students, as determined by their performance in year 7. Students can be moved in or out of these groups based on their results in class assessments, demonstrated learning approaches, and commitment to the subject.

The accelerated group covers the same topics as the mainstream year 8 course, plus additional topics from the year 9 course. The extension group covers the standard year 8 course but to a greater depth.

All students participate in the Australian Mathematics Competition. High achievers may be offered the chance to participate in the Australian Mathematics Challenge and the University of Melbourne Mathematics Competition.

## Assessment

- Topic tests
- Problem solving tasks
- Examination

Students' results, together with teacher observations, are used to determine the mathematics groups for year 9.



## Core subjects

# Music

### Aims

This course aims to further the musical development of students through class ensemble work, performance, composition, and the study of historical context. The course provides continuing development of student musicianship, with a focus on music reading skills and aural skills.

### Content

Students will explore the elements of music including rhythm, tone colour, instrumentation, melody, structure, style, harmony and texture. They will create their own compositions and develop appropriate musicianship and performance skills. The historical focus will include the blues, early rock 'n' roll, and important composers from a range of genres.

### Learning and teaching methods

A range of practical tasks will be included in this course to engage and inspire students in their study of music. Students will have the opportunity to develop their composition skills in groups and individually, using music technology when appropriate. They will develop their aural and theory skills throughout the course and will apply these skills in many areas including music analysis tasks. Students will complete solo and/or group performances to the class as appropriate to their individual level of skill.

### Assessment

Students will be assessed on:

- Performance
- Composition
- Musicianship

# Health and Physical Education

## Aims

Health and Physical Education (HPE) aims to develop and apply students' motor skills to game scenarios, aquatics and athletic principles. Students will develop an understanding and appreciation of physical, mental and social health. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

## Content

Students have two periods of HPE per 10-day cycle. In each term a health concept will be explored in two to three lessons, with the remaining HPE lessons devoted to practical PE classes. Students will also participate in Sport Skills once per cycle, which links HPE concepts with their ACS sport of choice.

## Health Component

Health concepts are explored in the following units:

- Clean Living and Well Being (Nutrition)
- Australian Physical Activity Guidelines
- Relationships
- Substance Abuse and Risk Taking

## Physical Education Component

Students will undertake five specific practical units:

- Athletics
- Aquatics
- Invasion games
- Net/Wall games
- Striking/Fielding games

## Sports Skills

Students will participate in a non-assessed sport program, which has one sport skills session per cycle, and, an ACS game or training every Tuesday.

## Learning and teaching methods

The activities offered in Year 8 assume a competent level of fundamental motor skill development in the earlier years. Most games are taught using a game sense method approach, learning tactics and techniques through games. In addition, students will continue with an aquatics program, whereby they learn in small groups of approximately six students. Classroom-based sessions will involve individual, small group tasks and discussion.

## Assessment

Assessment and reporting is based on a variety of assessment rubrics, including:

- Written Tasks
- Participation in practical classes
- Classwork and collaboration
- Game Sense (decision making, tactical awareness, skill execution & game appreciation)

# Science

## Aims

Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way that science is applied and how scientists work in the community, and helps them to make informed decisions about scientific issues, careers and further study.

## Content

In this course students will:

- compare physical and chemical changes, and use the particle model to explain and predict the properties and behaviours of substances
- identify different forms of energy, and describe how energy transfers and transformations cause change in simple systems
- compare processes of rock formations, including the times scales involved
- analyse the relationship between structure and functions at cell, organ and body system levels
- identify and construct questions and problems that they can investigate scientifically and consider safety and ethics when planning investigations, including designing field or experimental methods
- identify variables to be changed, measured and controlled
- construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions

- explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others
- use appropriate language and representations to communicate science ideas, methods and findings in a range of text types

## Learning and teaching methods

A variety of learning activities will be used including:

- research, library, internet, journal and practical-based assignments
- class discussions
- digital simulations, data-logging, Lego Dacta
- home learning activities
- guest speakers and excursions to scientific places of interest
- applying the principles of scientific method to problems and challenges
- formatting and manipulation of data, results and other information

## Assessment

A range of tests, experiments, investigations and projects are used, which will examine the skills of collecting and using information through observation, measurement, experimentation, and interpretation. There will be an examination in term 4.



## Core subjects

# Sport

### Aims

Sport is closely linked with Health and Physical Education, and aims to:

- further develop knowledge, skills, attitudes and values within a chosen sport
- encourage all students to maximise their potential and use their skills in an appropriate sporting and educational environment
- foster a sense of identity and belonging to a team and represent the College with pride

All students are expected to be in attendance during all sport sessions, which includes an after-school component during scheduled games.

### Content

St Leonard's College is an affiliated member of the Association of Coeducational Schools (ACS). This requires all students to play one summer and one winter interschool sport. Each sport has 10 home and away games and the possibility of one final.

When a game is not scheduled, students undertake training specific to their sport.

Students select a first and second preference for each season. See Table for a list of sports offered.

	Girls	Boys
Summer	Soccer Softball Tennis Volleyball	Basketball Cricket Hockey Softball Table Tennis
Winter	Basketball Hockey Netball Table Tennis	Football Soccer Tennis Volleyball

St Leonard's also enters large teams into the ACS Athletics, Swimming, and Cross Country carnivals. Regular training occurs for all of these teams.

## Core subjects

# Visual Arts

Students undertake Visual Arts for one semester in the core program and are encouraged to select from courses offered in the elective program to supplement their creative experience.

### Aims

The conceptual focus of this course explores 'Styles of Representation'. Students will research numerous styles of Modern Art in order to develop an appreciation of the creative and imaginative approaches artists engage to cultivate their individual and visually expressive style of art. From this investigation, students will consider and refine their own preferred style of representation. This will be done through a variety of practical tasks, helping them to gain confidence in their ability to produce art by experimenting with media and techniques to enhance the final presentation of their chosen subject matter.

### Content Design

Design is an essential element in all visual arts activities. Students will be working from original ideas, photographs and images from the internet as inspiration to create new, creative and meaningful artworks.

### Visual Diary

The sequential journaling associated with the visual diary is an integral aspect of idea development and investigation of techniques related to the artistic practices studied. These explorations are presented with emphasis on a creative and personal representation of ideas in response to both practical

and theoretical tasks. Written tasks place emphasis on visual analysis and the investigative inquiry into styles of art. These contribute to the overall assessments for each unit of study.

### Learning and teaching methods

Students are immersed in a comprehensive learning experience in this subject area. Exploration of aesthetic, conceptual and technical skills and processes are fundamental to their personal experience and creative expression. Students will also develop skills in project management as they address each area of study through:

- Research and experimentation
- Planning and annotation
- Technical skills and processes
- Concept resolution
- Visual literacy

Existing skills and creativity are extended through a variety of experimental exercises in each of the areas of study as students work towards refining specific technical skills and processes. Teacher-guided student inquiry enhances practical experiences to help each student realise their fullest potential in creative expression and practice.

### Assessment

Assessment criteria will be provided for each area of study. All areas of study will be combined into an overall grade at the end of the semester.

## Elective subjects

# 3D Design and Construction

This elective is a continuation of the year 7 course in ceramics, mixed media and sculpture. Students will have the opportunity to design their own artworks and learn how to use a range of materials and techniques. The course encourages them to further develop concepts in their art making practices and follow appropriate working procedures within the studio environment.

Students interested in the visual arts and working in mediums other than drawing and painting will enjoy this course. They should have a keen interest in designing their own artworks and developing their skills in 3D construction using a range of mixed media materials. The course aims to give students an opportunity to further enhance their visual arts skills, putting them at an advantage if they intend to pursue art studies in future years.

## Content

During the semester, students will produce two major 3D artworks focusing on design and construction techniques. They will also document their design stages, processes and construction methods by maintaining a photographic record of their design through its stages of development and completion.

## Assessment

**Exhibition:** At the completion of the unit, students will exhibit their art works. This may include an invited audience, formal display and digital display on STL

Link. They will also present a document outlining the development of their ideas.

**Written document:** Students will submit a booklet that records their design processes and techniques. The booklet will also include design drawings, relevant visual information, photos and appropriate annotations of images.

**Finished artworks:** Students will produce two artworks, each showing innovative use of materials, experimentation, research and investigation into artists who work in similar areas of focus.

# Critical Thinking

This elective seeks to develop students' abilities to evaluate and question assumptions across academic disciplines such as Maths, Science and History. Students are trained in the use of powerful reasoning tools, which have been developed by philosophers and logicians over the last two millennia. Once a student has mastered these tools, they will never see the material studied in other subjects, or the world in general, in quite so superficial a way again.

Students in this course will develop and refine a range of skills and dispositions that will prove invaluable across the entire school curriculum. These include the ability to analyse and evaluate arguments, to discuss difficult topics with peers in a manner that is constructive and respectful, and to find new ways of looking at persistent problems. These critical thinking and inquiry skills will prove particularly advantageous for students intending to study the International Baccalaureate Diploma Programme in years 11 and 12, particularly in the context of the compulsory Theory of Knowledge course.

## Content

The course builds on the basic meaning analysis and argument analysis skills and techniques covered in year 7 Philosophy. Techniques and skills covered include:

- The use of symbolic logic to represent the underlying structures of statements and arguments
- The use of truth tables and Venn diagrams to test arguments for validity

- The evaluation of non-deductive arguments
- The identification of a range of common fallacies of reasoning such as begging the question, ad hominem and the straw man
- The application of argument analysis and reasoning skills to arguments from a range of subject areas

## Assessment

Students will be assessed on their performance in a series of argument analysis quizzes, their participation in a number of structured group inquiry sessions and class debates, and a number of written-dialogue tasks.

## Elective subjects

# DigiTech

The year 8 Digital Technologies, or DigiTech, elective aims to develop skills in designing and producing interactive programs using a logic-based programming model. In addition, students learn how data is communicated and how it can be manipulated for a specific purpose.

## Content

Using Scratch, a logic-based, general purpose programming language, students create interactive programs, such as games. They apply the Problem Solving Methodology to their work, which is the current industry best practice. This course also introduces students to how data can be presented in spreadsheets for different purposes and how text, images and sound are represented as binary information.

## Assessment

- Games classification task
- Game production
- Folio of Scratch modules
- Peer evaluation
- Network investigation
- Spreadsheet task
- Binary task



# Drama – Playbuilding from Workshop to Performance

## Playbuilding from workshop to performance

The year 8 Drama course aims to develop and refine skills associated with creating and performing self-devised work, through practical and theoretical activities. These include the ability to negotiate, make decisions, and select and apply a range of structures and techniques including improvisation, research, workshops, script writing, and editing to create a staged performance that utilises specified stagecraft elements.

## Content

Students will:

- develop an awareness of the processes involved in creating self-devised work
- incorporate stimuli from a wide range of media and cultures to create an original piece of theatre
- undertake collaborative work that will enable them to understand and apply the common and discrete skills required to structure an effective performance

## Assessment

- Group and individual performance work
- Development of a folio outlining the structure of the performance piece
- Research tasks
- Stagecraft development project
- Collaborative skills
- Performance
- Evaluative/reflective writing piece

# Food Science

Food Science at year 8 aims to promote healthy eating and refine the skills developed in year 7, while presenting new challenges in time management, and food presentation.

## Content

Topics covered in this elective include:

- Meal planning, food preparation, time management, food hygiene and safe use of equipment and appliances
- Key factors in food selection, including the nutritional properties of key food
- Key foods and their functional properties
- Preparation of food for special occasions or events

Students undertake a variety of practical tasks that serve to reinforce the knowledge and skills gained throughout the course, as well as developing confidence and independence.

## Assessment

- Food preparation and skill development
- Plating and food presentation
- Cleaning up and time management
- Ability to work independently
- Ability to work in teams
- Evaluation of dishes based on taste and food value models

# Literature to Life

At its heart, Literature to Life focuses on the love of writing. It challenges students to read diverse examples of writing, craft and share new pieces of writing, and explore the beauty and power that lies behind the written word.

Students with an interest in reading, writing, discussing ideas, challenging themselves and being creative will thoroughly enjoy this course. They will have the option to choose some of the texts explored, as well as being introduced to a variety of new ones. Furthermore, they will enjoy opportunities to explore the process of writing and developing their own creative writing style.

## Content

Students will be exposed to and challenged by a diverse range of authors as they journey through the different genres that have come to characterise modern fiction.

A variety of novels, short stories, poetry, picture books and other texts form the basis of the first part of the course, with an emphasis on exploring a wide variety of writings and expanding understanding of genre.

In the second half of the course, the focus shifts towards students' own creations and they are given the opportunity to investigate and share an aspect of writing of interest to them, and to craft a collection of their own writings.

**Writing Folio:** a variety of writing tasks experimenting with different writing techniques and forms of writing, building towards a collection of original pieces of writing.

**Oral presentations:** students present their ideas to the class through a variety of means, such as leading class activities and presenting opinions with the use of multimedia tools.

**Class discussions and activities:** students will share ideas and writings in workshop-style classes, giving them the chance to swap ideas, offer feedback, and learn from one another's work.

# Music: Recording Studio

## Aims

Music - Recording Studio aims to develop composition, performance, arranging and music production skills. More broadly the subject aims to develop students' creative thinking, problem solving and technology skills.

## Content

The course includes a range of music technology skill-building tasks, composition tasks and the development of a negotiated musical product. The negotiated musical product can take many forms that may include a composition, an arrangement of a piece of music or a recorded performance.

## Learning and teaching

Students will be introduced to and explore Sibelius and GarageBand through teacher-lead instruction and hands-on learning. Once their skills in these two music technology platforms are established the students create a composition using each one. These compositions explore two different composition starting points. The subject culminates in students being able to consolidate and further their music technology skills, using the Project Based Learning model, by planning and creating a negotiated musical product.

This elective will help provide students with the background for the study of music at the IBDP and VCE level.

## Assessment

- Skill - ability to use music technology
- Composition – unfinished composition
- Composition – Music on the Green
- Project – negotiated musical product

# Photography and Video

This creative elective encourages students to use their imagination to explore the potential of digital media. The course provides students with the opportunity to develop skills using a Digital SLR camera to take high quality photographs. They will learn the basics of camera operation as well as digital enhancement techniques using Adobe Photoshop. Students will develop a folio of digital photographs based around a theme.

Students will extend their photographic skills to the moving image by producing a short video production. They will explore the capabilities of digital editing software such as Adobe Premiere Pro.

In this course students also reflect on the impact of selfies in contemporary society; we examine societal concerns to do with selfies and why they exist, the ways they are constructed and for whom. This investigation culminates in a series of selfies constructed by the students designed to represent themselves through the application of codes and conventions, which also becomes part of their final folio.

In this elective students develop and refine skills using new and developing technology that may be incorporated into other studies where video editing, audio production and digital imaging are required.

## Content

Students will develop a digital portfolio based on the following:

- **Digital photography:** introduction to the use of digital cameras to create aesthetically pleasing photographs
- **Video production:** developing a concept, filming and editing it

## Assessment

- Understanding of camera operation
- Digital folio: photography and analysis of selfies in contemporary society
- Digital folio: video production



# STEM: Designing the Future

This elective integrates science, technology, engineering and mathematics to create practical solutions to real-world problems. Students will combine new technologies such as 3D printing, solar cells and robotics with simple materials to build working models that address a current challenge in the world.

The course seeks to develop skills in research, design, engineering, technology and 'hands-on' construction.

Creative students with an interest in inventing, tinkering and making models will enjoy this course.

## Content

Students will address topics and challenges in the following areas:

- Plan and design:
  - What is it?
  - What must it be able to do?
  - Which design features will it incorporate?
- Modelling and refinement:
  - Making a prototype
  - Testing the prototype and making changes
  - Refining ideas and constructing a fully-functional final product

## Assessment

- An engineering report including background research, design requirements, design process, testing and evaluation.
- Final model - how well the product works to solve the problem

# Textiles

The conceptual focus of this course explores 'Creating Products from The Ground Up'. Students are provided the opportunity to develop skills relevant to the design, production and decoration of fun and unique textile products starting with the base unit of fibres. They will become better consumers as they develop a broader understanding of the origins and properties of materials, equipment and processes commonly used in textiles products. Students will explore the balance of function and design in their products and create their own style within the provided design briefs. This course is well-suited to students keen to learn the initial skills required to make and modify clothing and furnishings.

## Content

During the semester, students will design and produce a variety of textile products. They will compile a folio of related textile information and designs, providing evidence of their creativity and appreciation of current trends and styles in textile products.

### Product research and design journal

Throughout the semester, students will create a folio of ideas and information, exploring the range and potential of textile products, including:

- Information on commonly used natural and man-made fibres
- Construction techniques and processes in textiles
- Research on garments, toys and home products

## Product construction

Students will:

- learn how to construct fabric from fibres using merino wool fibres and the Nuno felt making technique
- learn how to safely and competently use hand sewing techniques for sewing seams, buttons and beads
- learn how to safely and competently use equipment including sewing machines, overlockers and irons
- learn how to follow verbal and written instructions and diagrams to assemble their designs
- adapt basic product designs to add their own personal flair to soft furnishings and toys

## Assessment

Assessment criteria will be provided for each area of study. All areas of study will be combined into an overall grade at the end of the semester.

- Fabric construction: fibres to felt
- Sewing and construction skills: patchwork pillow
- Product design: designer felt bears

## Elective subjects

# Visual Communication Design

Visual Communication Design in Year 8 is an exciting new course that seeks to 'find the designer in you'. In this study you will produce original, imaginative and creative responses to a range of design needs. Visual communication relies on images to communicate. Works produced by designers include logos, billboards, posters, web design, animation, fashion, as well as designs for products, buildings, interiors and the environment.

The focus for the Year 8 Visual Communication Design course will be on drawing, designing and creating. The design outcomes and final folio works will include investigations in the following areas:

- Design process, elements and principles
- Drawing and rendering
- Designing logos and understanding context
- Perspective and Stickers
- Digital design using Illustrator

### Folio

Throughout the semester students will produce a folio of works that show a range of developed skills and techniques. Students will be expected to develop personal imagery and record design processes in their Visual Diary.

### Visual diary

This is an essential part of the course as it involves documenting all ideas, practical processes and design solutions.

### Design appreciation

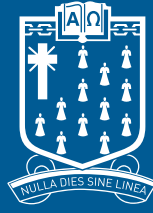
This component of the course develops an awareness and appreciation of the place and purpose of design in society. Students will learn to use design language and develop an understanding of the design industry.

### Assessment

Assessment includes a Folio of Design work and Design Analysis.

### Why should a student choose this elective?

Visual Communication Design is a practical and academic subject leading students to a variety of career opportunities in the design field. Some of the more popular areas include Architecture, Visual Communication, Web Design, Animation, Media, Interior Design, Fashion, Industrial and Product Design.



## St Leonard's College